**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT:**Weather or Not (test prep unit)** TIME FRAME:**Sixth Six Weeks**  GRADE: **Fourth Grade**

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | This six-week unit invites students to explore geography as it relates to seasons and weather. Students explore how these settings are represented in—and affect events in—literature. Students read contrasting styles of poems about weather and discuss how poetic techniques affect the interpretation of poems. Students then read informational text and apply the information learned to their appreciation of the setting. Students will learn about geography and weather from a variety of informational text. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.  X Students will demonstrate independence.  X Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.  X Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL.4.1:**Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RL.4.3:**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **RL4.7** – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  **RL4.9** – Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  **RL4.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RI4.1** – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI.4.3:**Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  **RI4.5** – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  **RI4.10** – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.  **RF.4.4:**Read with sufficient accuracy and fluency to support comprehension.  **RF.4.4(a):**Read on-level text with purpose and understanding.  **RF.4.4(b):**Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | | |  | | --- | | **Writing** |   **W4.1a -** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  **W4.1b -** Provide reasons that are supported by facts and details.  **W4.1c** - Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition).*  **W4.1d** - Provide a concluding statement or section related to the opinion presented.  **W.4.2:**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **W4.7 –**Conduct short research projects that build knowledge through investigation of different aspects of a topic.  **W4.9b -** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).  **W4.10 -** Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |  | | --- | | **Speaking and Listening** | | **SL.4.1:**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.  **SL.4.1(c):**Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  **SL.4.1(d):**Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  **SL4.2 -** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  **SL4.6** – Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | | |  | | --- | | **Language** |   **L4.1g -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., *to, too, two; there, their*).  **L4.1f -** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  **L4.2b -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a commas and quotation marks to mark direct speech and quotations from a text.  **L4.5a** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.  **L.4.5:**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **L.4.5(a):**Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| **How does setting impact a story?**  **How does geography affect weather?**  **What are natural resources?** | | | **Nature is an inspiration for poets and authors in a variety of texts.** | | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | |
| **Reading Tasks**  Read a page from *W is for Wind* by Pat Michaels. Find the highlighted line on your page—this is your “cue” line. When you hear that line read by a classmate, it is your cue to read the next passage aloud. Take two minutes to practice your passage to yourself, and then we will read the text as a class and discuss the information learned from it. | **Writing Tasks**  As a class, we will keep a chart of information with the categories listed below learned about seasons and weather, at home and far away. As the chart is filled in, we will use the information to talk about what we learned from nonfiction books and/or <http://www.theweatherchannelkids.com/>, either explicitly read or inferred.   * Type of weather * How is it caused? * What positive effects does this weather have? * What negative effects can this weather have? * What do we need to do to prepare for this kind of weather? * What parts of the world experience this weather? * What are the “weather” words we should know? (e.g., meteorology, prediction, forecast, etc.)   Following a class discussion of weather and climate, be prepared to write an in your journal about the positive and negative effects of this weather on real life and life in literature. | | | **Discussion Tasks**  Let’s compare and contrast the impact of the poem or story’s setting on its events. How are similar settings portrayed similarly and differently? Look back for specific lines or paragraphs in order to find explicit details from the stories and poems we’ve read. What would happen if the story or poem’s setting were changed? (SL.4.1, RL.4.2) | | **Language/Vocabulary Tasks**  As an individual and as a class, keep an index card file of new words learned in this unit (i.e., meteorology, prediction, forecast, catastrophic, catastrophe, etc.). How does the context of the word help you understand its meaning? Keeping the words on index cards will allow you to use and sort the words by meaning and spelling features. (Note: This will be an ongoing activity all year long.) In addition, you may be asked to create an individual [semantic map](http://chs.smuhsd.org/learning_community/content_literacy/semantic_word_map.html) of related words in order to help you explore understanding of the interconnectedness of weather and story events. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | | **SUMMATIVE** | |
| Teacher-made tests  Using two or more informational texts, write questions and answers about the season or weather phenomenon. Questions should be open ended. | | Classscape Assessments  Benchmarks  Teacher-made tests  Memorize, recite and discuss a poem from the unit. | | | Six Weeks Exams  Write about the positive and negative effects of weather and climate on real life and literature. | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  **Literary Texts**  **Stories (set in Kenya)**   * + - *Safari Journal (ASPCA Henry Bergh Children's Book Awards)*(Hudson Talbott)     - *Owen and Mzee: The True Story of a Remarkable Friendship*(Craig Hatkoff)   **Poems**   * + - "[Dust of Snow](http://www.online-literature.com/frost/743/)" (Robert Frost) (E)     - "[Fog](http://www.poetry-online.org/sandburg_carl_fog.htm)" by Carl Sandburg (E)     - *A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers*(Nancy Willard)     - “[Clouds](http://www.scrapbook.com/poems/doc/106/118.html)” (Christina Rosetti)     - *The Storm Book* (Charlotte Zolotow)   **Book About Poetry Terms**   * + - It Figures!: Fun Figures of Speech (Marvin Terban)   **Stories**   * + - *Time of Wonder*(Robert McCloskey)     - *Strawberry Girl*(Lois Lenski)     - *The Long Winter*(Laura Ingalls Wilder) (EA)     - *One Day in the Prairie*(Jean Craighead George)     - *A Prairie Alphabet (ABC Our Country)*(Jo Bannatyne-Cugnet)     - *Rainbow Crow*(Nancy Van Laan)     - *Hurricane Book & CD (Read Along)*(David Wiesner)     - *Hurricane*(Jonathan London)   **Informational Texts**  **General Reference**   * + - *National Geographic Atlas for Young Explorers*   **Seasons and Weather (in Kenya)**   * + - “Kenya’s Long Dry Season” (Nellie Gonzalez Cutler) (E)   **Seasons and Weather**   * + - *W is for Wind: A Weather Alphabet* (Pat Michaels)     - *Hurricanes: Earth's Mightiest Storms*(Patricia Lauber) (E)     - *Hurricanes*(Seymour Simon) (EA)     - *The Everything Kids' Weather Book*(Joseph Snedeker)     - *Do Tornadoes Really Twist? Questions and Answers About tornadoes and Hurricanes*(Melvin and Gilda Berger) (EA)     - *Weather Whys: Questions, Facts And Riddles About Weather*(Mike Artell)     - *Let's Investigate Marvelously Meaningful Maps*(Madelyn Wood Carlisle) (E)     - *If You're Not from the Prairie*(David Bouchard)     - *Can It Rain Cats and Dogs? Questions and Answers About Weather (Scholastic Question and Answer Series)*(Melvin Berger) (EA)     - *Storms*(Seymour Simon) (EA)     - *Cloud Dance*(Thomas Locker)     - *The Cloud Book: Words and Pictures* (TomieDePaola) (EA)     - *The Snowflake : A Water Cycle Story*(Neil Waldman)   **Informational Text (Advanced Readers or Read Aloud)**   * + - *The Weather Wizard's Cloud Book: A Unique Way to Predict the Weather Accurately and Easily by Reading the Clouds*(Louis D. Rubin Sr.)   **Art, Music, and Media**  **Art**   * + - John Constable, [Seascape Study with Rain Cloud](http://en.wikipedia.org/wiki/File:Constable_-_Seascape_Study_with_Rain_Cloud.jpg) (1827)     - Emile Nolde, [Bewegtes Meer](http://www.museen-sh.de/ml/digi_einzBild.php?pi=18_593&digiID=200.6881224&s=2&&page=1&action=vonsuche&r=9) (1948)     - Claude Monet, [Rouen Cathedral: The Portal (Sunlight)](http://www.musee-orsay.fr/en/collections/index-of-works/resultat-collection.html?no_cache=1&zoom=1&tx_damzoom_pi1%5Bzoom%5D=0&tx_damzoom_pi1%5BxmlId%5D=001287&tx_damzoom_pi1%5Bback%5D=en%2Fcollections%2Findex-of-works%2Fresultat-collection.html%3Fno_cache%25) (1893)     - Martin Johnson Heade, [On the San Sebastian River](http://en.wikipedia.org/wiki/File:On_the_San_Sebastian_River_Florida_Martin_Johnson_Heade.jpeg) (1883-1890)     - Thomas Hart Benton, [July Hay](http://www.metmuseum.org/works_of_art/collection_database/modern_art/july_hay_thomas_hart_benton/objectview_enlarge.aspx?page=37&sort=0&sortdir=asc&keyword=&fp=1&dd1=21&dd2=0&vw=1&collID=21&OID=210008310&vT=1) (1943)     - Tom Thompson, [April in Algonquin Park](http://en.wikipedia.org/wiki/File:Tom_Thomson,1917,_April_in_Algonquin_Park,21_x_26,5_cm,_Tom_Thomson_Memorial_Art_Gallery.jpg) (1917)     - EdouardManet, [Boating](http://www.metmuseum.org/works_of_art/collection_database/european_paintings/boating_edouard_manet/objectview_enlarge.aspx?page=2&sort=0&sortdir=asc&keyword=delacroix&fp=1&dd1=11&dd2=0&vw=1&collID=11&OID=110001392&vT=1) (1874)     - Wassily Kandinsky, [Cemetery and Vicarage in Kochel](http://www.wassilykandinsky.net/work-9.php) (1909) | | | | | | |
| **Cross-Curricular Connections:** | | | | | | |